



Hannah-Pamplico Elementary/Middle

2131 South Pamplico
Pamplico, South Carolina

Grades	PK-8 Middle School	
Enrollment	881 Students	
Principal	Debbie M. Carter	843-493-2061
Superintendent	Dr. Steve W. Quick	843-493-2502
Board Chair	Mr. Thadis D. Calcutt	843-493-0626

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

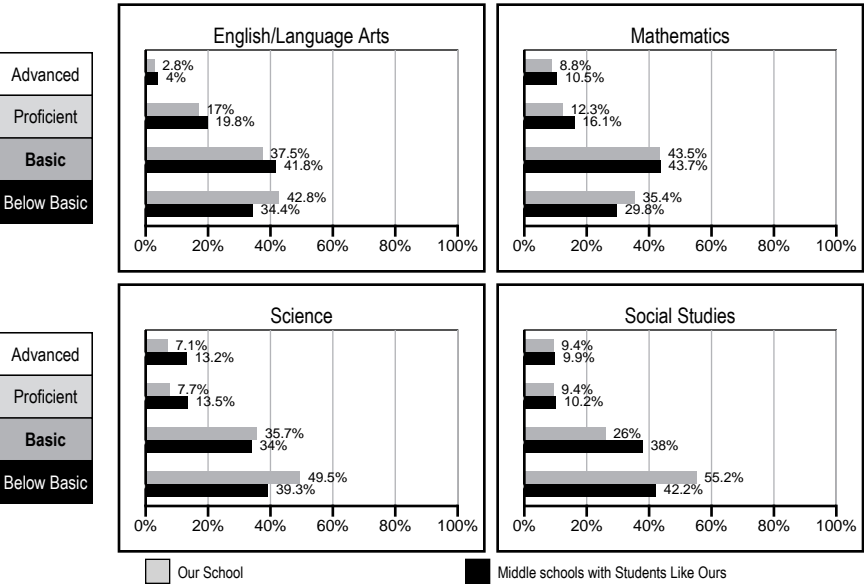
97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	25	9

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	95.7
English 1	87.5	93.3
Physical Science	0	80.8
All Subjects	94.1	94.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=881)				
Students enrolled in high school credit courses (grades 7 & 8)	9.9%	Down from 13.0%	15.8%	19.4%
Retention rate	4.1%	Down from 4.7%	2.2%	1.8%
Attendance rate	96.1%	Up from 95.8%	95.6%	95.8%
Eligible for gifted and talented	6.2%	Down from 8.2%	12.3%	15.3%
With disabilities other than speech	12.8%	Down from 13.0%	14.1%	12.9%
Older than usual for grade	4.5%	Up from 3.6%	4.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 2.6%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	59.6%	Up from 52.6%	53.6%	55.0%
Continuing contract teachers	77.2%	No Change	66.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	6.9%	5.4%
Teachers returning from previous year	87.8%	Down from 89.0%	79.7%	83.4%
Teacher attendance rate	94.2%	Up from 93.6%	94.9%	94.9%
Average teacher salary	\$45,627	Up 6.0%	\$43,979	\$44,706
Professional development days/teacher	13.1 days	Up from 11.6 days	11.6 days	11.8 days
School				
Principal's years at school	2.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.0 to 1	20.6 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 88.5%	89.0%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$5,832	Up 5.8%	\$6,983	\$7,097
Percent of expenditures for instruction*	72.7%	Down from 73.9%	64.2%	64.4%
Percent of expenditures for teacher salaries*	66.0%	Down from 68.6%	59.2%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Hannah-Pamplico Elementary Middle, grade-level teaming, vertical curriculum teaming, authentic learning, and Measures of Academic Progress skills focused on making each student successful. This was our third year of a technology initiative through which all classrooms at HPEM will be equipped with electronic whiteboards and surround-sound systems; every team will have document cameras, activslates and activates; and every middle school team will have activexpressions devices by the start of the 2008-2009 school year. We focused teacher staff development on literacy across the content areas, technology integration, standards-based assessments, and differentiated instruction.

One of our teachers was accepted into the coach program to serve HPEM as a math/science coach. All of our teachers have continued to grow, and several have attained advanced degrees. Six eighth graders were named South Carolina Junior Scholars, and twelve fourth and fifth graders were named Duke TIP Scholars. An eighth grader and a fifth grader won the Lt. Governor’s Writing Award, and an eighth grader placed second in the regional spelling bee.

Our Academic team, athletic teams, and mock trial team all participated in regional competitions. All students participated in our fine arts program. Our elementary students passed 18,297 Accelerated Reader book tests. Our students raised over \$2700 for the Heart Association, and our eighth graders marched for the first time in new graduation gowns purchased for them by our Junior Beta Club.

Parents, grandparents, and community members actively participated in Grandparents’ Day, Field Day, Month of the Young Adolescent activities, Pastries for Parents, Arts festival, PACT Workshops, Authors’ Tea, etc. Our PTO was very active, and with the assistance of our School Improvement Council, has begun planning for next year. HPEM is a member of the School-Parent-Community Liaison and National Network of Partnership Schools through the Francis Marion University Center of Excellence. As always, we are proud of our school and the community it represents.

Debbie M. Carter, Principal
Greg Poston, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	75	80
Percent satisfied with learning environment	100.0%	90.7%	83.3%
Percent satisfied with social and physical environment	100.0%	86.7%	82.5%
Percent satisfied with school-home relations	91.5%	86.7%	80.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Plan to Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	522	99.6	32.9	42.7	21.3	3.1	34.8	34.8	48.2	No	Yes
Gender											
Male	257	99.6	36.9	44.7	17.3	1.2	26.3	26.3	41.7	N/A	N/A
Female	265	99.6	28.9	40.6	25.4	5.1	43.4	43.4	55	N/A	N/A
Racial/Ethnic Group											
White	254	100	23.6	43.6	27.6	5.2	46.4	46.4	60	Yes	Yes
African American	253	99.2	41.7	42.5	15	0.8	23.1	23.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	15	100	42.9	28.6	21.4	7.1	35.7	35.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	111	100	58.7	39.4	0.9	0.9	8.3	8.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	45.5	36.4	18.2	0	27.3	27.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	352	99.4	38	43.9	16.1	2	26.9	26.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	522	99.6	31.9	47.9	13.3	6.8	30.1	30.1	45.8	No	Yes
Gender											
Male	257	99.6	34.1	47.1	11.8	7.1	28.6	28.6	45.6	N/A	N/A
Female	265	99.6	29.7	48.8	14.8	6.6	31.6	31.6	45.9	N/A	N/A
Racial/Ethnic Group											
White	254	100	24	43.6	21.2	11.2	44.8	44.8	59	Yes	Yes
African American	253	99.2	39.7	52.6	5.3	2.4	15.4	15.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	15	100	35.7	42.9	14.3	7.1	28.6	28.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	111	100	69.7	26.6	2.8	0.9	4.6	4.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	45.5	36.4	18.2	0	27.3	27.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	352	99.4	38	51.2	7.3	3.5	19.6	19.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	351	99.4	48.5	35.4	9.4	6.7	16.1	16.1	35.7	96.1	96.1
Gender											
Male	174	99.4	50.6	33.1	9.9	6.4	16.3	16.3	37.4	95.9	95.9
Female	177	99.4	46.5	37.6	8.8	7.1	15.9	15.9	33.8	96.3	96.3
Racial/Ethnic Group											
White	160	100	34	37.2	15.4	13.5	28.8	28.8	49.2	95.5	95.5
African American	183	98.9	61.2	33.7	3.9	1.1	5.1	5.1	17	96.8	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.1	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	68	100	81.8	15.2	3	0	3	3	14	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.7	95.7
Socio-Economic Status											
Subsided meals	234	99.2	56	35.6	6.2	2.2	8.4	8.4	21.1	95.9	95.9

Social Studies

All Students	352	99.7	39.8	34.9	13	12.4	25.4	25.4	34	96.1	96.1
Gender											
Male	172	100	38	32.7	14	15.2	29.2	29.2	36.6	95.9	95.9
Female	180	99.4	41.5	36.9	11.9	9.7	21.6	21.6	31.3	96.3	96.3
Racial/Ethnic Group											
White	167	100	33.7	33.7	14.5	18.1	32.5	32.5	44.5	95.5	95.5
African American	173	99.4	45.9	35.9	11.2	7.1	18.2	18.2	19.1	96.8	96.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	12	100	36.4	36.4	18.2	9.1	27.3	27.3	27.5	96.1	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	79	100	59	30.8	3.8	6.4	10.3	10.3	14.4	95	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.7	95.7
Socio-Economic Status											
Subsided meals	246	99.6	45.5	35.5	12	7	19	19	21	95.9	95.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	85	98.8	10.3	37.2	43.6	9	52.6
	4	95	100	15.1	51.6	32.3	1.1	33.3
	5	88	100	36.5	37.6	24.7	1.2	25.9
	6	95	100	39.5	44.2	15.1	1.2	16.3
	7	97	100	43.8	39.3	15.7	1.1	16.9
	8	89	100	34.1	40.2	22	3.7	25.6
2008	3	69	100	13.4	35.8	41.8	9	50.7
	4	84	98.8	20.7	50	25.6	3.7	29.3
	5	96	100	29.8	55.3	14.9	0	14.9
	6	91	100	48.9	27.8	17.8	5.6	23.3
	7	98	99	45.3	34.7	17.9	2.1	20
	8	84	100	32.5	51.8	15.7	0	15.7
Mathematics								
2007	3	85	100	26.6	54.4	13.9	5.1	19
	4	95	100	26.9	36.6	24.7	11.8	36.6
	5	88	100	30.6	47.1	8.2	14.1	22.4
	6	95	100	22.1	51.2	20.9	5.8	26.7
	7	97	99	33	52.3	8	6.8	14.8
	8	89	100	29.3	54.9	8.5	7.3	15.9
2008	3	69	100	20.9	53.7	19.4	6	25.4
	4	84	98.8	29.3	51.2	11	8.5	19.5
	5	96	100	25.5	48.9	19.1	6.4	25.5
	6	91	100	43.3	30	14.4	12.2	26.7
	7	98	99	33.7	49.5	10.5	6.3	16.8
	8	84	100	36.1	56.6	6	1.2	7.2
Science								
2007	3	42	100	28.9	39.5	23.7	7.9	31.6
	4	95	100	36.6	38.7	12.9	11.8	24.7
	5	45	100	52.3	27.3	4.5	15.9	20.5
	6	48	100	53.3	26.7	11.1	8.9	20
	7	97	100	43.7	35.6	12.6	8	20.7
	8	46	93.5	22.5	42.5	15	20	35
2008	3	34	100	34.4	34.4	21.9	9.4	31.3
	4	84	98.8	51.2	34.1	8.5	6.1	14.6
	5	47	100	50	37	8.7	4.3	13
	6	46	100	65.2	17.4	2.2	15.2	17.4
	7	98	99	44.2	43.2	7.4	5.3	12.6
	8	42	100	43.9	39	14.6	2.4	17.1
Social Studies								
2007	3	43	100	9.8	39	39	12.2	51.2
	4	95	100	34.4	49.5	10.8	5.4	16.1
	5	43	97.7	41.5	31.7	14.6	12.2	26.8
	6	47	100	26.8	34.1	26.8	12.2	39
	7	97	100	70.1	27.6	2.3	0	2.3
	8	43	100	68.3	26.8	2.4	2.4	4.9
2008	3	35	100	8.6	42.9	28.6	20	48.6
	4	83	100	30.5	50	12.2	7.3	19.5
	5	49	98	18.8	37.5	16.7	27.1	43.8
	6	45	100	22.7	27.3	15.9	34.1	50
	7	98	100	66.7	20.8	10.4	2.1	12.5
	8	42	100	64.3	35.7	0	0	0

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample